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A Pictorial Story of Blind Students Attending School with Sighted Students

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	equipment	student services		

17. ABSTRACT (MAX. 250 WORDS) Adaptations in curriculum, evaluation procedures, student activities, school services, and community resources for blind children attending school with sighted students in junior and senior high schools are discussed.

Curriculum objectives are the same for blind and sighted students. Such special devices as braille textbooks and recordings are used by blind students so that they can follow the curriculum. Blind students receive help from the regular school staff; they receive individual aid from resource personnel to enable them to develop special skills, to use special equipment, and to grasp difficult concepts. The rationale behind mixing blind and sighted students is that the children should be helped to adjust to the real world where eveyone is not blind and where experiences include failure, pity, and regression as well as acceptance, success, and growth.

Evaluation standards are the same for blind as for sighted students; only the mechanics of examinations differ. They may be transcribed into braille or read to the student by a proctor.

The same school services are available for all students, including the blind. Counselors help students in educational and vocational planning and in personal and social development and adjustment.

Because of the limitations on participation in student activities that blindness imposes, special efforts are made to acquaint blind students with extracurricular activities available to them and to draw them into the social life of the school through clubs, debates, assembly programs, talent shows, public speaking, and similar activities.

Many general community agencies work with blind people. Recreation and participation in community activity programs may often be arranged, as well as instruction in specialized subjects. Private agencies for the blind in large communities provide aid in the development of compensatory skills.

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ERIC Form 1

SECTION 1

BLIND STUDENTS IN JUNIOR AND SENIOR HIGH

A Pictorial Story of Blind Students Attending School With Sig

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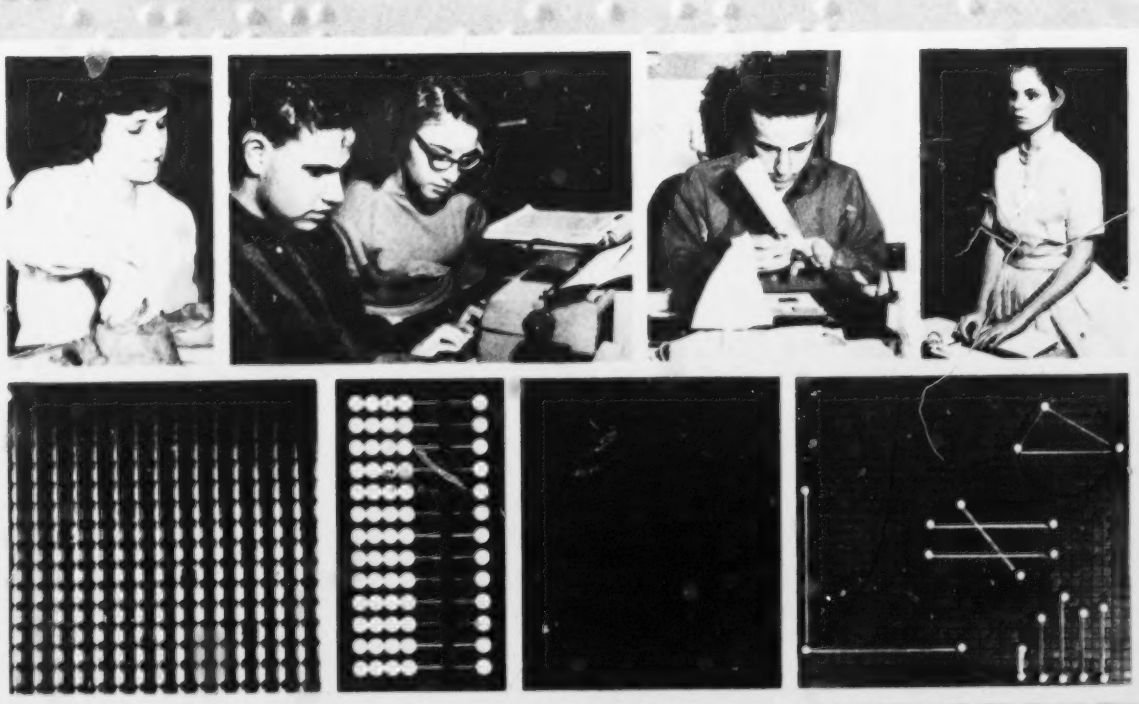

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The University of the State of New York ■ The State Education Department ■ Bureau for Physi

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SECTION 2

NYS Ed Dept

ENTS IN JUNIOR AND SENIOR HIGH SCHOOLS

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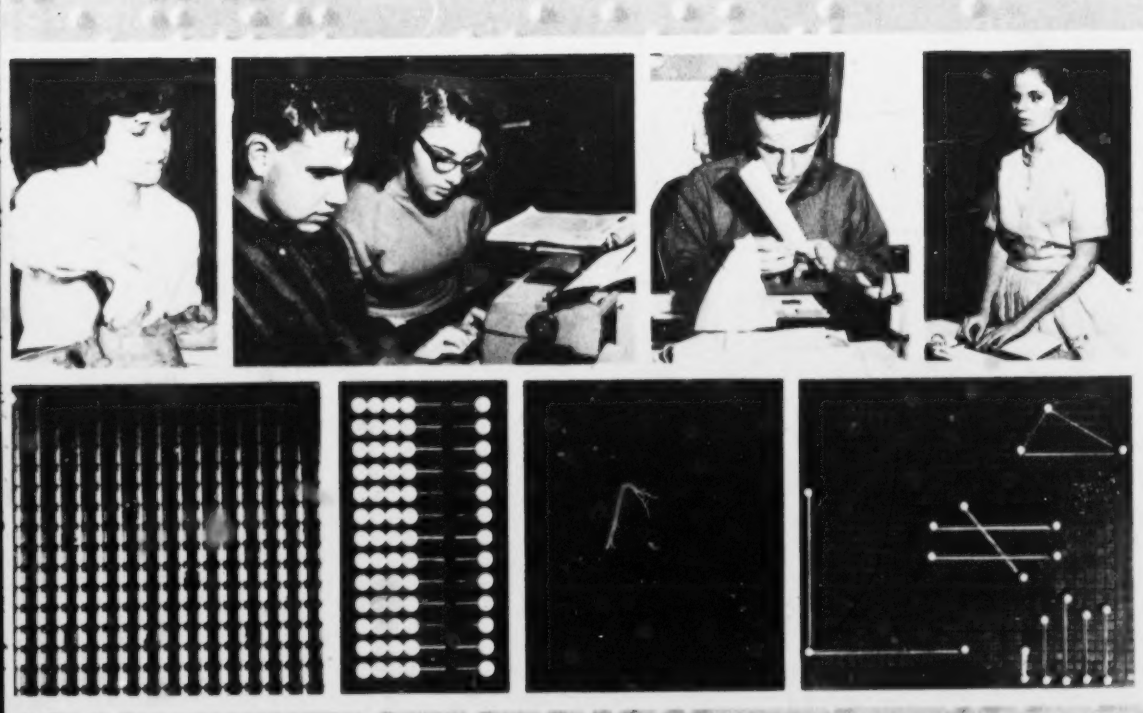

lew York ■ The State Education Department ■ Bureau for Physically Handicapped Children

J0771

The University of the State of New York

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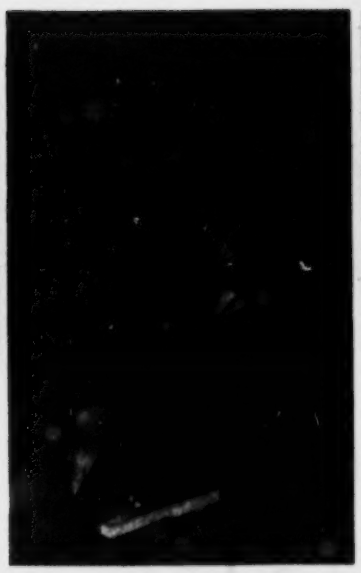
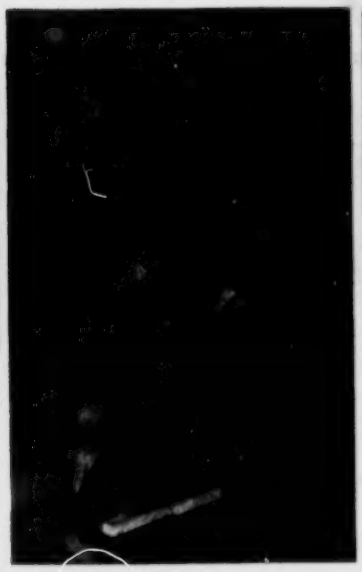
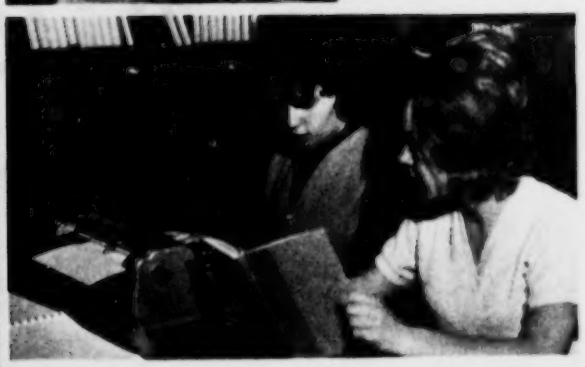
SECTION 1



A Pictorial Story of Blind Students Attending School With Sig

SECTION 2





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SECTION 1

BLIND STUDENTS IN JUNIOR AND SENIOR HIGH

The University of the State of New York ... The State Education Department ... Bureau for Physically

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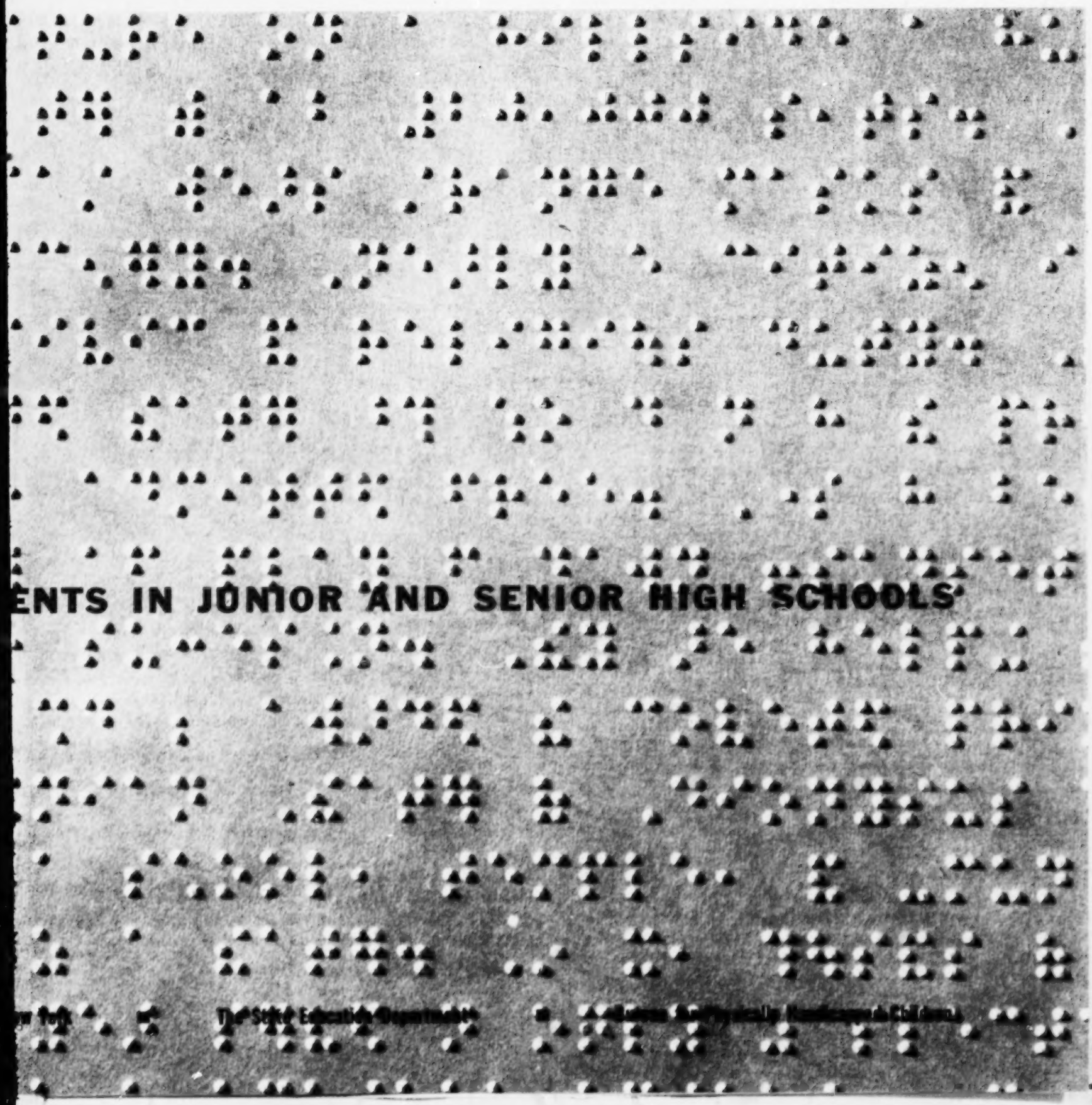

SECTION 1

FOREWORD

THE State Education Department has for a number of years placed emphasis upon the multiprogram approach to the education of handicapped children. Because of this concern, the development of resource room and itinerant teaching programs for blind children in public day schools has been encouraged. Thus, today, there are many programs for blind students in public day schools across the State. It is gratifying to know that a wide range of educational services, including residential and special school as well as public day school programs, is available for the blind children of New York State.

In order to delineate the philosophy regarding standards for public day school programs for blind children, the Department has issued two publications which relate primarily to the education of blind children in elementary schools. *The Challenge of Educating the Blind Child in the Regular Classroom* explains the resource room and itinerant teaching services which facilitate the education of young blind children in the regular classrooms. *Adapting Materials for Educating Blind Children with Sighted Children* illustrates and describes materials which may be adapted for use by blind children. This new brochure — *Blind Students in Junior and Senior High Schools* — is designed to acquaint public school personnel with many of the basic issues involved in educating blind children in the juni of New York State. It is hoped that this brochure provide reassurance to public school administrat students are enrolled.

This brochure was prepared under the direct Chief, with the assistance of Mrs. Ferne K. R Physically Handicapped Children. Deep gratitude contributed directly or indirectly to the develop

For major contributions, special appreciation is

Mrs. Helen Fields, Director, Mrs. Frances Savag Burke, Guidance Counselor, Bureau for Educat capped, Board of Education of the City of New

Mrs. Leona Robinson, Supervisor, Services to Nassau County Vocational Education and Exte

Elizabeth Maloney, Director of Educational and Home for the Blind in Brooklyn.

August, 1964

SECTION 2

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This brochure was prepared under the direction of Raphael F. Simches, Chief, with the assistance of Mrs. Ferne K. Root, Associate, Bureau for Physically Handicapped Children. Deep gratitude is expressed here to all who contributed directly or indirectly to the development of this project.

For major contributions, special appreciation is extended to:

Mrs. Helen Fields, Director, Mrs. Frances Savage, Supervisor, and Edward Burke, Guidance Counselor, Bureau for Education of the Visually Handicapped, Board of Education of the City of New York.

Mrs. Leona Robinson, Supervisor, Services to the Visually Handicapped, Nassau County Vocational Education and Extension Board.

Elizabeth Maloney, Director of Educational and Social Services, Industrial Home for the Blind in Brooklyn.

E. R. VAN KLEECK
Assistant Commissioner

SECTION 1

INTRODUCTION

DURING the last decade in New York State, the growth in numbers of public elementary school programs for the education of blind children has been remarkable. Many of the new programs were developed to meet the needs of the young children whose blindness was caused by retrolental fibroplasia, an eye condition which resulted from the now outmoded practice of administering high concentrations of oxygen to premature babies. Numbers of these, as well as other blind children, have completed their elementary education and are now attending junior and senior high schools throughout the State.

There are many aspects of the elementary programs which still have to be explored, many problems to be resolved, much equipment to be devised. Although retrolental fibroplasia is not now a major cause of infant blindness, the number of legally blind children is expected to increase steadily as a concomitant of the population growth. Thus elementary school educators will continue to expand and improve their programs for young blind children. At the same time, attention is being directed toward expanding or establishing programs for the education of junior and senior high school students.

While some schools in New York State have had programs at the junior and senior high school levels for a number of years, many are enrolling blind students for the first time. Because of the increasing emphasis on integration of blind students in the regular classes and activities of the school, the older programs are evolving along with the newer ones. This emphasis reflects, in part, a trend in the whole field of education of children who are physically handicapped, and it also reflects growth in understanding of the psychological meaning of blindness. Two convictions have given added impetus to the development of public school programs in which blind students receive the major part of their education in classrooms with seeing children: New concepts of the social and vocational capabilities of blind adults have focused attention upon ability rather than disability, and particularly upon ability to live comfortably and effectively in the sighted community. There is a growing understanding that adjustment to a handicap is more crucial than the severity of the handicap.

Since adjustment to a handicap is a continuous process rather than a static achievement or failure, realistic school, home, neighborhood, and community experiences are of vital importance t
children, these experiences can be best provided
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educational settings, there must be teachers who
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These experiences will include failure as well as su
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also receive the assistance as do all other students
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ANTHONY J. PELO
Director, Division

August, 1964

SECTION 2

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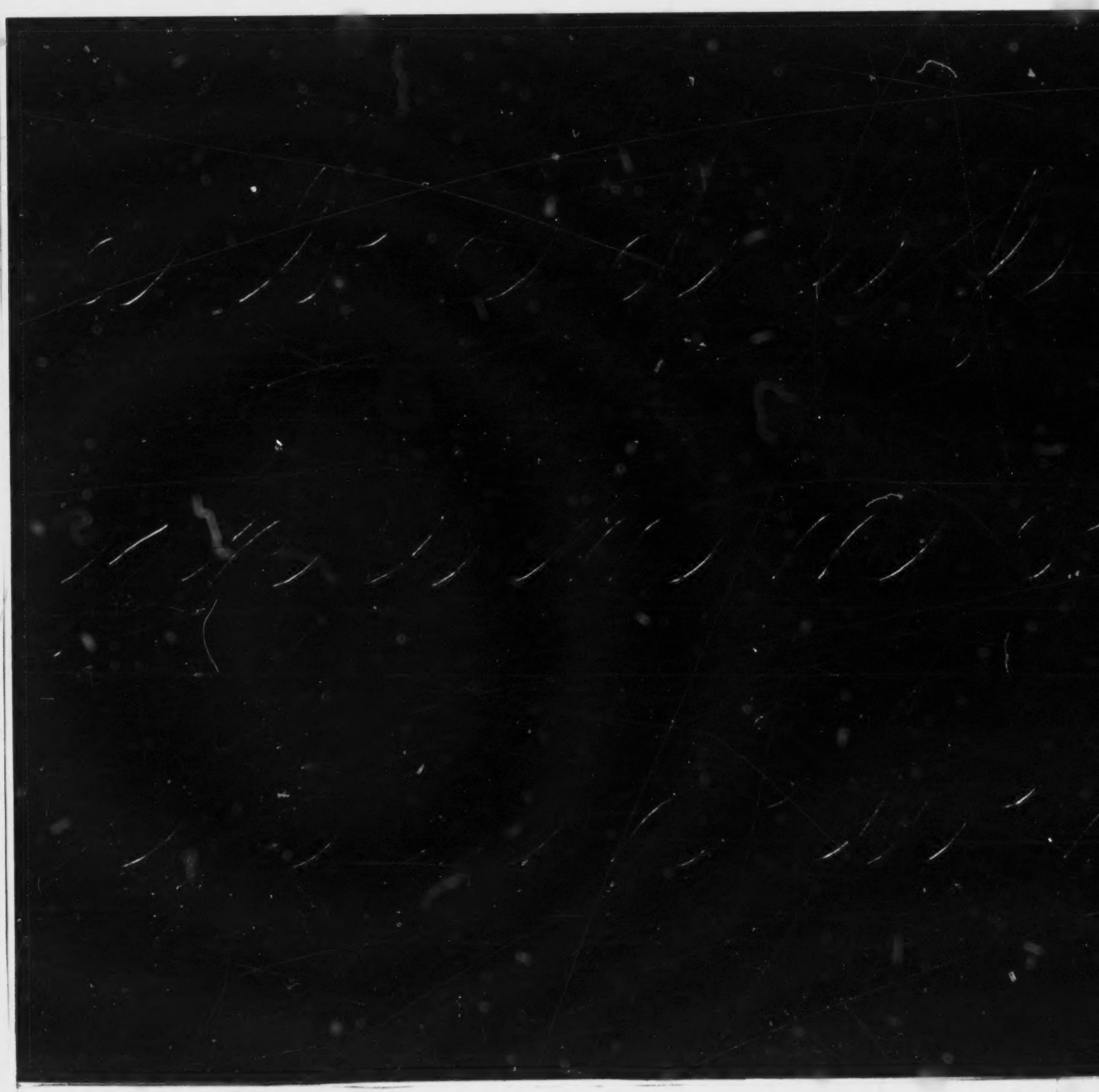
alistic school, home, neighborhood, and community experiences are of vital importance to blind children. For some children, these experiences can be best provided in public schools in their home communities; for other children, they can be best provided in residential schools for blind children, or in other special programs. In all types of educational settings, there must be teachers who are specialists in the education of blind children, and there must be emphasis on "real" experiences. These experiences will include failure as well as success, pity as well as acceptance, regression as well as growth. Evaluation of the effectiveness of an educational program for blind students must include recognition and understanding of the fact that there are individual variations among children who are blind, as there are among children who see. Strengths, weaknesses, special abilities, skills, and personal characteristics may be somewhat influenced by blindness, but each child is an individual who must also be accepted in terms of normal growth and development patterns. The right to be treated as an individual, and not as "one of the blind," is an important feature of present-day educational programs for children who are blind.

The organization of public school programs for blind students will vary to suit local situations or individual needs. There are, however, two elements which are essential in all types of programs: Each blind student must receive individual assistance from a specialized teacher; each blind student must also receive the assistance, as do all other students, of the guidance counselor, the school nurse-teacher, the school psychologist, and the school administrators. The special teacher helps the student because he is a blind person; the regular school staff helps the student because he is a person.

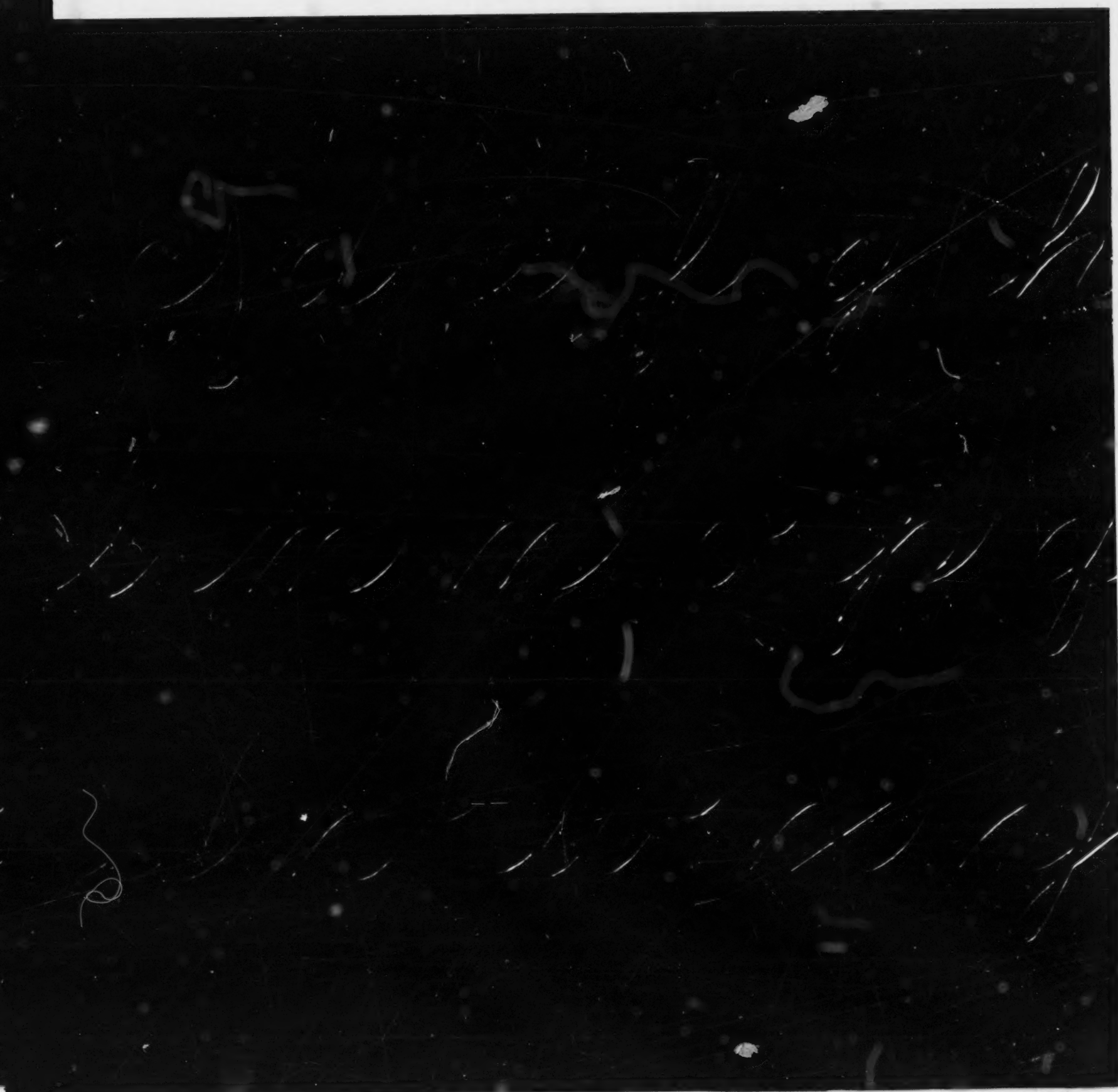
While many public school administrators and classroom teachers are already acquainted with several blind children, there are others who are looking forward to this experience, perhaps with anxiety and with misgivings about their ability to meet the educational needs of a student who does not see. Such misgivings are to be expected. It would be unreasonable to believe that teachers could undertake the completely new experience of educating a blind student without feeling somewhat inadequate or insecure. It is hoped that this brochure will answer some of the questions and allay some of the misgivings of educators who have accepted the challenge of educating blind students in the regular classrooms of junior and senior high schools.

ANTHONY J. PELONE,
Director, Division for Handicapped Children

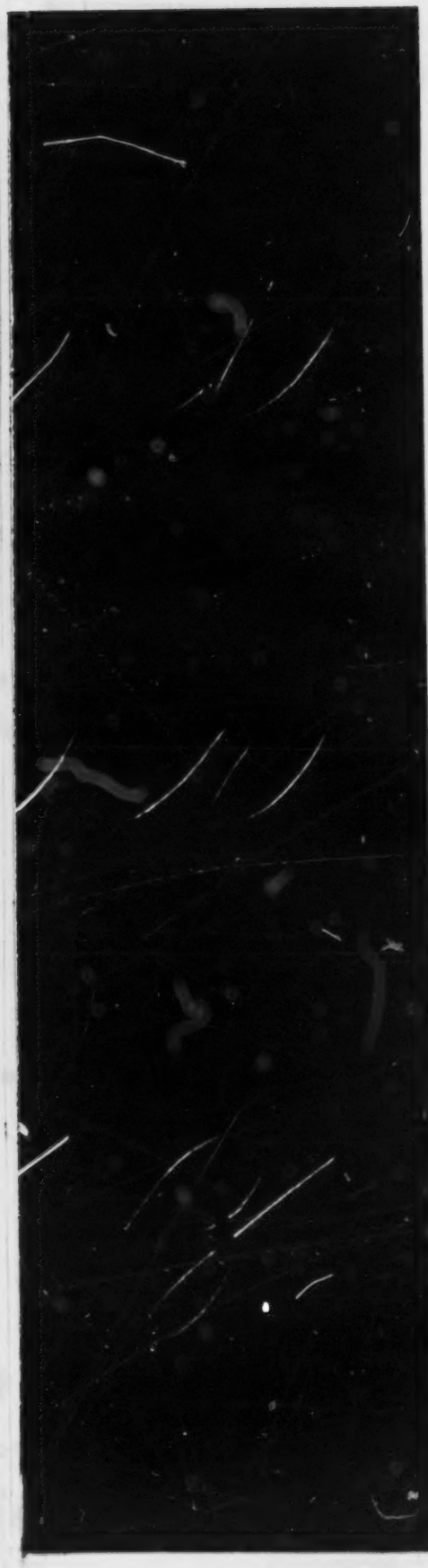
SECTION 1



SECTION 2



SECTION 1



THE CURRICULUM

"With a view of lessening all differences between blind and seeing children, I would have the blind attend the common schools in all cases where it is feasible. . . . Depend upon it, one of the future reforms in the education of the blind will be to send blind children to the common schools, to be taught with common children in all those branches not absolutely requiring visible illustrations, as spelling, pronunciation, grammar, arithmetic, vocal music and the like. We shall avail ourselves of the special institutions less, and the common schools more." — Dr. Samuel Gridley Howe in a paper submitted to the American Association of Instructors of the Blind in 1871.

- *The curriculum objectives for blind st for sighted students.*
- *Blind students vary in their abilities, int talents, just as sighted students do.*
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SECTION 2

THE CURRICULUM

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- ***The curriculum objectives for blind students are the same as for sighted students.***
- ***Blind students vary in their abilities, interests, skills, and special talents, just as sighted students do.***
- ***Blind students use braille textbooks, recordings, and other special devices which enable them to follow the school curriculum.***
- ***Resource teachers provide individual assistance which enables blind students to develop special skills, to utilize special equipment, and to understand concepts which are difficult to grasp without vision.***

SECTION 1

Braille Reading System Explained

NUMEROUS questions have been raised which highlight the curiosity and interest of school personnel in the braille system of reading and writing. In an attempt to satisfy this interest insofar as it affects regular school provisions for blind children, a brief explanation of the braille system is set forth below. Thus, as we face this challenge of working with these children, some insight and understanding of braille will enable us better to contribute to their achievement and growth as outcomes of their satisfactory integration among our seeing boys and girls.

Blind children are taught the braille system of reading and writing which was perfected by Louis Braille in 1829. Braille is a system of raised dots with characters formed by using one or more dots from the following arrangement:

1 . . 4
2 . . 5
3 . . 6

This arrangement is referred to as a braille cell. Each dot in the cell is numbered from 1 to 6 and is known by its number. By means of various combinations of these six dots, the child is able to write the equivalent of any ink print character. Some expressions, however, require the use of portions of two cells in combination.

Standard English braille consists of two grades: braille grade 1 and braille grade 2. Braille grade 1 consists of the letters of the alphabet, punctuation, and numbers. However, because of the size of braille letters and the fact they require so much space on writing paper, many words written in braille are contracted and abbreviated. These make up a part grade 2 which includes all of braille grade 1, short-form words. No attempt will be made here system. However, to provide insight into some of t to the child, a few comments and explanations a

Outlined below is the alphabet, with each letter in braille. The letters *a* through *j* also represent when preceded by the numeral sign. Note that th the representation of these braille symbols in composed of the four upper dots, that is, 1, 2, only of the braille cell.

1	2	3	4	5	6	
a	b	c	d	e	f	g
∴	∴	∵	∵	∴	∵	∴
	∴		∴	∴	∴	∴

The second 10 letters are formed by simply each of the first 10 letters.

k	l	m	n	o	p	q
∴	∴	∵	∵	∴	∵	∴
	∴		∴	∴	∴	∴
∴	∴	∴	∴	∴	∴	∴

By adding dot 6 on line 3 to letters *k* through not including *w*, are formed. Since the letter *w*

SECTION 2

tem Explained

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contracted and abbreviated. These make up a part of standard English braille grade 2 which includes all of braille grade 1, plus 189 contractions and short-form words. No attempt will be made here to explain fully the braille system. However, to provide insight into some of the problems braille presents to the child, a few comments and explanations are given.

Outlined below is the alphabet, with each letter expressed by its equivalent in braille. The letters *a* through *j* also represent the numerals *1* through *0* when preceded by the numeral sign. Note that there is a definite pattern in the representation of these braille symbols in that the first 10 letters are composed of the four upper dots, that is, 1, 2, 4, 5, and use lines 1 and 2 only of the braille cell.

1	2	3	4	5	6	7	8	9	0
a	b	c	d	e	f	g	h	i	j
●	●	●●	●●	●	●●	●●	●	●	●
	●		●	●	●	●●	●●	●	●●

The second 10 letters are formed by simply adding dot 3 on line 3 to each of the first 10 letters.

k	l	m	n	o	p	q	r	s	t
●	●	●●	●●	●	●●	●●	●	●	●
	●		●	●	●	●●	●●	●	●●
●	●	●	●	●	●	●	●	●	●

By adding dot 6 on line 3 to letters *k* through *o*, the letters *u* through *z*, not including *w*, are formed. Since the letter *w* is not a part of the French

SECTION 1

alphabet, Louis Braille did not use it and therefore *w* had to be added to standard English braille.

u	v	x	y	z	w
●	●	●●	●●	●	●
	●		●	●	●●
●●	●●	●●	●●	●●	●

And now a few comments concerning braille contractions and abbreviations. A contraction is a sign used to express a sequence of two or more letters. Contractions may consist of one or more cells and may represent part words or whole words. Several examples are shown below:

The following examples are whole word contractions and are represented by their initial letters expressed in grade 1.

people	*rather*	*quite*
●●	●	●●
●	●●	●●
●	●	●

The following signs represent part words and a few represent whole or part words.

st,	*still*	*con*	*ea*	*ing*	*ity*	*ou, out*	*ch, child*
	●			●	●	●	●
		●●	●			●●	
●				●●	●●	●	●

Note that these expressions use parts of two br

many	*ment*
● ●●	●
●	● ●●
● ●	● ●

What is the blind child's approach to writing? stylus is the traditional device for writing braill a metal frame or guide about 11 inches wide an hinged at the left so that paper may be placed of the guide. The type of guide used most freque that the guide must be moved downward after the

To simplify the writing of braille, a mechanic writer (comparable in size to a typewriter) has b the child to write much more rapidly and with c with the use of a hand slate. The braille writer each representing one dot of the braille cell. T two sets of three with a space bar between the the left of the space bar represent dots 1, 2, an to the right represent dots 4, 5, and 6. These ke combination and thus one is able to write any in the braille cell.

SECTION 2

se it and therefore *w* had to be added to

y	z	w
⠽	⠵	⠺

ncerning braille contractions and abbrevia- to express a sequence of two or more letters. or more cells and may represent part words are shown below:

hole word contractions and are represented in grade 1.

rather	*quite*
⠗	⠜

part words and a few represent whole or

ing	*ity*	*ou, out*	*ch, child*
⠬	⠭	⠳	⠡

Note that these expressions use parts of two braille cells.

many	*ment*	*ance*
⠍⠽	⠻⠞	⠁⠝⠉⠑

What is the blind child's approach to writing? Use of the braille slate and stylus is the traditional device for writing braille by hand. All slates include a metal frame or guide about 11 inches wide and about 1¾ inches tall. It is hinged at the left so that paper may be placed between the top and bottom of the guide. The type of guide used most frequently has four rows of cells so that the guide must be moved downward after the child has written four lines.

To simplify the writing of braille, a mechanical device known as a braille writer (comparable in size to a typewriter) has been developed which enables the child to write much more rapidly and with considerably less fatigue than with the use of a hand slate. The braille writer has a keyboard of six keys, each representing one dot of the braille cell. The six keys are divided into two sets of three with a space bar between the two sets. The three keys at the left of the space bar represent dots 1, 2, and 3 of the braille cell. Those to the right represent dots 4, 5, and 6. These keys may be depressed in any combination and thus one is able to write any combination of the six dots in the braille cell.

SECTION 2

ALL blind students enrolled in public day school classes with sighted students require some degree of assistance from a teacher who has specialized in the field of education of blind children. In areas where there are several junior or senior high school students in one school building, it is feasible to establish a resource room type of program. Under this plan, the special teacher has a resource room where she remains throughout the day. Blind students go there to seek assistance in finding essential materials, to type assignments, to listen to recordings, and to request supplementary instruction in subjects in which lack of vision hampers understanding of essential material presented in demonstration.

A resource teacher secures special equipment and provides supplementary instruction.

When there are only one or two blind junior or senior high school students in a school building or local administrative unit, an itinerant teaching type of program is often adopted. In this type of program, each student is enrolled in his neighborhood school. The special teacher travels among schools, in a city or a county school administrative unit, on a regularly scheduled basis to provide individual assistance to blind students, and to interpret the special needs of these students to teachers and administrators.

The objective of the special teacher in either type of program is to provide the individual assistance and secure the essential special equipment which will give each blind student an opportunity to participate as independently and effectively as his own ability permits. It is the role of this teacher to *enable* students to work, not to perform work for them.

DURING their free periods, blind students go to the resource room or the school library to use braille reference materials, work on projects with classmates, or secure reading assistance. Many new texts and reference materials and most current news sources are not available in braille. It is thus often advisable for the special teacher, with the approval of the school administrator, to set up a schedule for sighted students who have time and are interested in reading to the blind students on a volunteer basis. Volunteer readers should understand that their service is limited to reading and does not include tutoring or actual assistance in completing assignments. The attitudes of the school staff will help these student-volunteer readers to perform a much needed service with friendly interest rather than as an act of charity.

Resource room

SECTION 1

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SECTION 1

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SECTION 2

Special aids facilitate effective classroom participation.

WHEN blind junior and senior high school students have available a variety of suitable books and equipment, and individual assistance from a special teacher in a resource room or itinerant teaching program, they are able to participate effectively in classroom and school activities, and routines. Braille and recorded text and reference books, skill in typing, braille slates and writers, special mathematics materials, and relief maps allow blind students to complete homework assignments, participate in class projects and discussions, recite in class, and take tests and examinations. It is only when material is not available in braille or recorded form that blind students require the assistance of a reader.

Touch typing is an essential compensatory skill.

ALTHOUGH most blind junior and senior high school students have already had several years of typewriting instruction from the special resource teacher, some students enroll in typing classes to perfect skills, improve speed, or receive high school credit. For other blind students, business education courses may represent work toward a vocational goal.

When it is convenient, blind students appreciate reading assistance from sighted students since reading drills and lessons from a braille typing manual are very time consuming. Braille reading normally involves use of both hands. Thus any performance task which requires use of the hands and reading of instructions, simultaneously, creates a need for reading assistance or extended time allowance.

SECTION 1

Language laboratories and recorded materials help students perfect skills.

THE braille code provides a medium for reading and writing literary material, mathematics, music, and foreign languages. The present day emphasis on understanding the spoken language and upon speaking, as well as reading and writing modern foreign languages, provides blind students many opportunities to participate in classroom activities without special assistance. Language laboratories, for example, afford all students equal opportunities to perfect their understanding and speaking skill.

One of the specific objectives of the modern language program is the direct understanding of peoples whose language and culture are different from our own. Because visual observation of differences is impossible for blind students, other experiences which deepen appreciation of differences and likenesses are valuable. Several blind students in New York State have won scholarships for intensive language study abroad.

SECTION 2

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SECTION 1

SINCE laboratory work is considered an integral part of the program in sciences and is expected of all students enrolled in the classes, blind students and their teacher will plan together the special procedures which will allow maximum participation with least disruption of class routine. Blind students understand material which is written on the chalkboard if teachers read aloud as they write. Many teachers use the blind student as an assistant during demonstrations or allow the student to complete the experiment step by step as the instructions are given. In schools where students work together in pairs during laboratory periods, a blind and a sighted student can share the preparation, execution, clean-up, and report writing responsibilities. It is important that the teacher, sighted students, and blind student realize that the blind student can actively participate in much of the laboratory work, that he will learn the essential concepts, and that he must not sit idly, waiting for someone to interpret results to him. Often the blind student himself will assist in developing procedures which allow him to carry an active and useful share of laboratory work.

If students are expected to take extensive notes from the chalkboard, the blind student may ask a friend to insert a sheet of carbon paper under each page of notes. Later the special teacher, parent, or a reader will read these class notes so that the blind student can transcribe into braille those he needs for future reference. During lectures and discussions he will take his own notes using a braille slate, or writer, or he may use a tape recorder if he has become adept at selecting and outlining essential material. (Indiscriminate use of a recording device can result in a mass of material which is useless for study or review purposes.)

Most blind high school students are sufficiently proficient in typewriting to prepare suitable reports, research papers, notebooks, and examinations which the classroom teacher will mark in the usual fashion.

SECTION 2

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Science laboratory experience is essential.

SECTION 1

SECTION 2

SECTION 1

Special devices simplify mathematical computation.

Plastic and creative arts are meaningful.

WITH braille textbooks and braille slates or braille writers, blind students can complete most mathematics assignments. There are also several other pieces of special equipment which may be useful to some students, or in certain types of mathematics. Raised-line graph sheets, wire forms and geometrical shapes, arithmetic slate, abacus, raised-line drawing kits, and teacher-made gadgets may be utilized to increase understanding or speed calculation.

Because written braille requires a great deal more space than identical ink print material, braille texts are larger and heavier. Continuous efforts are made to develop new contractions which make reading faster, and written braille less bulky. The latest and most widely accepted innovation in braille mathematical notation is the Nemeth code. Although it is possible to utilize Standard English Braille, Grade II, for mathematics, the newer Nemeth code is more concise and functional.

Mathematics is the area in which classroom teachers and school administrators most often raise questions regarding the effects of blindness. If blind students do not achieve well, it is easy to assume that lack of vision prevents a grasp of certain concepts. Individual differences in interest, ability, and aptitude among blind, just as among sighted students, are the primary factors involved in success or failure in the mathematics program.

TOTALLY blind students are obviously limited arts, but they are able to appreciate and to parti plastic arts. Although finished projects may no conception, they do represent the blind student form to tactual and auditory impressions. A rev art program points up the value of experiences i Enrich the lives and appreciations of student explore creative activities and to discover abilit ness of the continuous contributions of ar avocational guidance in art.

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SECTION 2

Plastic and creative arts are meaningful.

TOTALLY blind students are obviously limited in their response to visual arts, but they are able to appreciate and to participate in the creation of the plastic arts. Although finished projects may not represent the usual visual conception, they do represent the blind students' attempts to give concrete form to tactual and auditory impressions. A review of the objectives of the art program points up the value of experiences in working in various media: Enrich the lives and appreciations of students; provide opportunities to explore creative activities and to discover abilities; give students an awareness of the continuous contributions of art to daily living; furnish avocational guidance in art.

Creative crafts such as hooking, weaving, papier-mache, leathercraft, metal work, working with wire, making collages, sculpture, mobiles, stabiles, and puppetry provide feasible activities for blind students. When the class is engaged in study of visual arts, the blind students will learn from class discussion, but they will appreciate the opportunity of using clay and other tangible materials when sighted students are drawing or painting.

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SECTION 1

Blind students participate in vocal and instrumental music groups.

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music when they enter the secondary schools.
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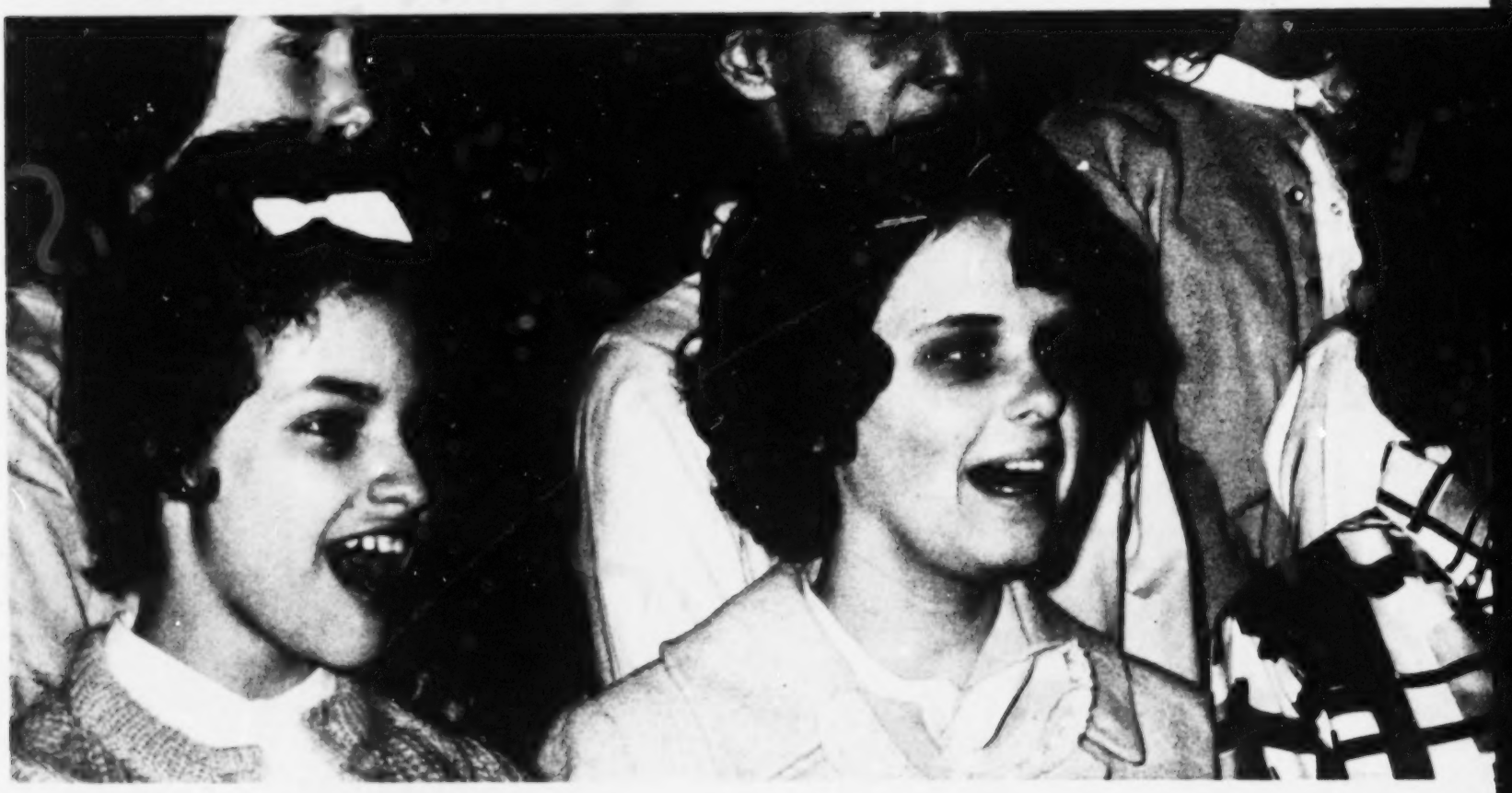


SECTION 2

nstrumental music groups.

SOME blind students will have had several years of instruction in instrumental music when they enter the secondary schools. This instruction may have been private, but it is most probable that it was small-group instruction provided in the elementary schools. In either case, the students are familiar with braille music notation and are accustomed to memorizing musical scores and are able to participate in band, orchestra, and small instrumental groups, if ability and skill meet the usual standard for acceptance.

Blind students can also participate in vocal music activities. If they meet the normal standards for admission to vocal groups, the memorization of lyrics and musical score present no difficulties.

Many years ago, blind persons were believed to have special musical ability. Even now it is often assumed that blind students will excel in this area or will have a special interest in music as a career. Actually, blind students vary in their interest, skill, and aptitude in music just as sighted students do.

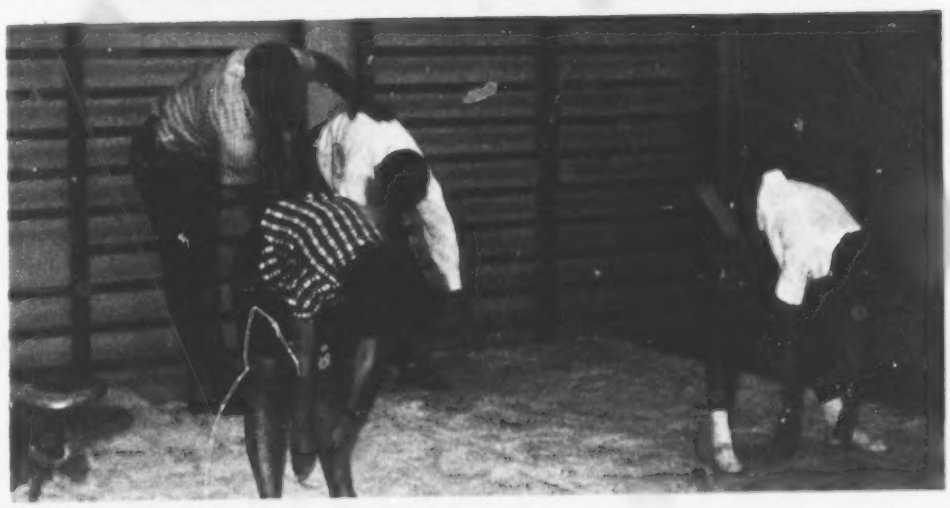
SECTION 1

Many physical and recreation activities can be adapted to include blind students.

WHEN the schools' physical education and recreation program is viewed as an opportunity to promote social, emotional, and intellectual, as well as physical growth, it is immediately evident that all students are advantaged by the experiences. Blind students need many opportunities for gross motor activity, for orientation in new surroundings, and for experience in group and team play. Even though he cannot participate in organized competition, the blind student can learn the rules (and perhaps act as timer or scorer), become familiar with the equipment, and participate in some of the drills. Swimming, track, wrestling, and bowling are, with minimal adaptations, feasible for blind students. Ball games are usually impossible for these students, but dancing, rhythms, apparatus, and physical fitness activities are easily learned.

Every blind student knows that he will of necessity have to sit on the sidelines and observe, rather than participate, in some activities. It is a tremendous advantage, however, to be able to understand the terms and rules of games, and to absorb the feeling of team spirit and competition. When it is apparent, on the other hand, that the blind student will be required to sit on the sidelines most of the time, suitable alternative activities should be assigned.

SECTION 2



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SECTION 1

Industrial arts and home economics laboratory experiences provide practical skills.

WITH adequate orientation in the industrial arts shop or the homemaking classroom and thorough exploration of machines and equipment, blind students can complete most of the assignments. Blind students can cook, sew, knit, hammer, saw, and finish wood. The degree of participation depends almost entirely upon the amount of time the teacher can devote to instruction in the use of tools and equipment.

In sewing and woodworking, for example, blind students can complete acceptable projects. In judging the finished object, it is important to remember that the quality is less important than the learning experience. The discussion and reading which are an integral part of these classes provide information and experience which blind students may not acquire anywhere else. Although blind adults manage homes, rear children, and earn livelihoods in a wide variety of occupations, it has not been uncommon to shelter students from practical experience with simple tools and equipment. Actually, in order to achieve proficiency in understanding and performing simple everyday activities which are part of convenient and comfortable living, blind students require increased opportunity for practice.

Often the special teacher and the classroom teacher can arrange for the blind student to become oriented to the rooms, and to location and function of equipment when no other students are in the room. The students themselves will frequently suggest ways in which they can adapt equipment or techniques to permit effective participation.

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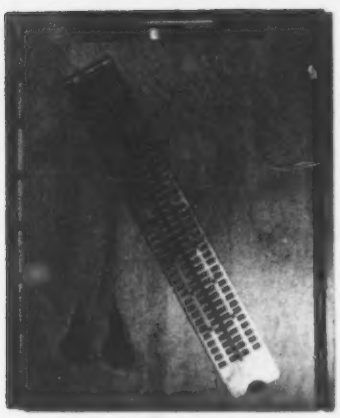

Examinations

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SECTION 2

Examinations

EQUALITY of educational opportunity implies not only that the same educational standards will be applied to the blind student as to the sighted student, but also that the blind student shall be permitted equal opportunity to demonstrate capacity and achievement. This conviction has led the State Education Department to make available, in braille, the Regents examinations and the Regents scholarship examination.

Any Regents examination or Regents scholarship examination can be administered to a blind student by having the examination questions read to the student by a proctor, or the examination may be administered in brailled edition. The pupil may answer the questions by dictation, on the typewriter, in braille, or in any other appropriate manner. Since these examinations are power tests and not speed tests, even for sighted pupils, there is no objection to extending the time so that blind students may be assured ample opportunity to answer all questions. The principal is responsible for the rating of all Regents examinations, including those answered in braille.

It may be anticipated that, in some brailled editions, it will be necessary to omit certain examination questions, usually involving charts or diagrams, that cannot be effectively presented. In that case, the student's total mark will be prorated on the basis of the balance of the examination. Similarly, when an examination is to be read to a candidate, it may not be possible to verbalize certain types of materials. For this reason, all visually handicapped children are required to use specially prepared answer sheets, to be obtained from the State Education Department, so that the questions to be omitted may be clearly designated to the student at the time of the examination.

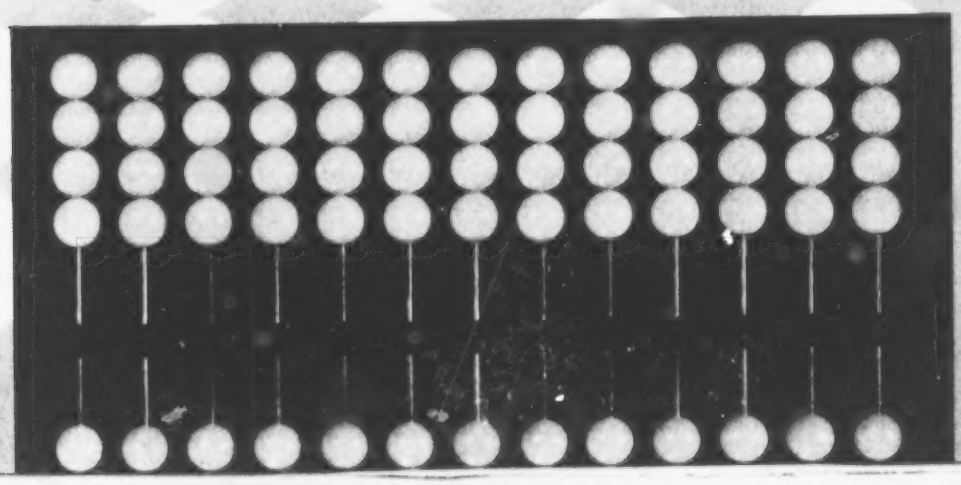
It is advisable also to have school examinations and quizzes transcribed into braille. Thus, blind students become accustomed to taking examinations independently, and to fulfilling the school's basic objective evaluation requirements.

It is exceedingly important for blind students to feel that their achievement has been measured by the standards used for all students, and that blindness has not prompted teachers to give undeserved marks.

SECTION 1

SCHOOL SERVICES

In accord with our democratic philosophy of education, effective teaching is the core of any school program. Effective teaching is largely dependent on a knowledge of the learner's personal characteristics, including his capacities, interests, and aspirations. Effective learning depends on the pupil's state of adjustment and general well-being. In turn, realistic self-direction on the part of the learner depends on a growing understanding of self in relation to the opportunities, obligations, and requirements of a democratic society. — Pupil Personnel Services, Council of Chief State School Officers.



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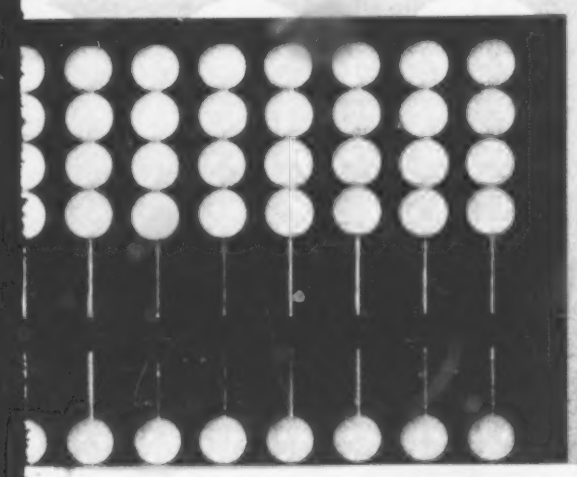

SECTION 1

GROWTH toward maturity and adult responsibility confronts all young people with certain problems and developmental tasks. While blind students may react to some of these tasks with heightened anxiety, neither the problems nor the reactions are unique in terms of normal human behavior. The personal skills which are involved in making important decisions, such as vocational choice, are the same for blind as for seeing youth. The range of choices may be limited by blindness, but the processes of arriving at decisions are not different.

It is important, then, to afford blind students opportunity to share with seeing students the full range of pupil personnel and other school services. Although the resource, or special teacher, has a background of training and experience in work with blind students, this experience relates primarily to instruction. All special school services such as the pupil personnel services, speech correction, and remedial reading are designed to help students be effective "learners," in the classroom. Since the resource teacher for blind students provides only one type of service, a sense of perspective is maintained when each blind student's need for many types of specialized services is understood.

In many junior and senior high schools, the guidance counselor coordinates information relating to academic achievement, vocational goals, and personal interests or problems. The counselor initiates or cooperates in making plans for staff conferences, referrals to community agencies, and for contacts with parents. Thus, the role of the guidance counselor is outlined in some detail in this brochure. This in no way implies that the respective roles of other school personnel are less important. The principal, teachers, school psychologist, school nurse-teacher, school social worker, and consulting physicians, all contribute in a distinct and important manner to a successful program for blind students. It is the coordinating aspect of the guidance counselor's responsibility which emphasizes the importance of this service for blind students.

The principal responsibilities of the counselor involve assistance to students in educational and vocational planning and personal-social-development; in planning activities of appraisal; counseling and group work; and in working cooperatively with students, parents, staff, and community. These responsibilities may be effectively fulfilled through the use of a number of activities.

■ Individual and group work with staff may include interpretation of students' personal problems or learning difficulties, identification of students' needs for special assistance within or outside of school, and planning for case conference for study, of a blind student's growth and development.

■ Counseling with students in regard to long range educational and vocational plans, and social and personal development, with special emphasis upon growth toward self acceptance and understanding of assets, limitations, abilities, attitudes, and interests.

■ Group work with students may include gr
effective study methods, educational, and vocati
and social development. Plans for special confe
workshops may also be planned by groups of stu

■ Individual and group work with parents help
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and perhaps to analyze the student's need for spe
medical or case-work resource.

■ Conferences with professional personnel in c
case-work, counseling, and rehabilitation agencies
suggest appropriate referrals and assure blind a
maximum service from community resources. I
blind students in senior high schools may receiv
tional planning from a counselor from the Vocat
for the Blind of the New York State Commissio
of Social Welfare. This specialized counseling
cooperation with the school guidance counselor.

■ Assembling and coordinating important dat
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SECTION 2

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■ Group work with students may include group guidance programs on effective study methods, educational, and vocational planning, and personal and social development. Plans for special conferences, seminars, or career workshops may also be planned by groups of students with the counselor.

■ Individual and group work with parents helps parents to understand the school program, the individual student's strengths, limitations and interests, and perhaps to analyze the student's need for special help from a community medical or case-work resource.

■ Conferences with professional personnel in community or State medical, case-work, counseling, and rehabilitation agencies help the guidance counselor suggest appropriate referrals and assure blind as well as seeing students of maximum service from community resources. In New York State, legally blind students in senior high schools may receive special assistance in vocational planning from a counselor from the Vocational Rehabilitation Service for the Blind of the New York State Commission for the Blind, Department of Social Welfare. This specialized counseling is invariably carried on in cooperation with the school guidance counselor.

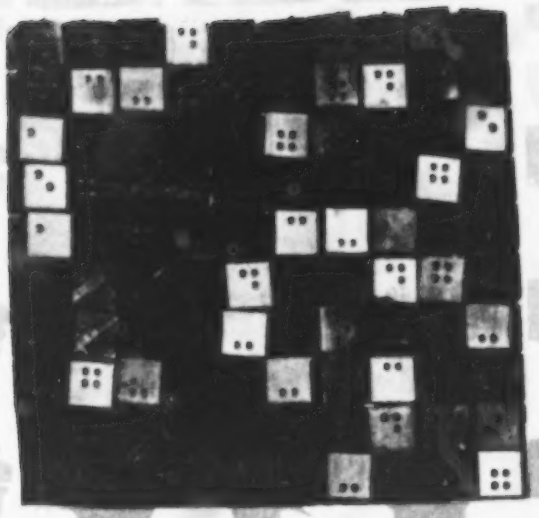
■ Assembling and coordinating important data about blind students may involve the guidance counselor in a search for special materials. Several group tests for appraisal of ability, aptitude, interest, and achievement are available in braille or may be transcribed into braille. Other tests may be administered orally by a proctor or teacher. Since group intelligence tests seldom provide a fair estimate of a blind student's potentialities, the guidance counselor will confer with other staff members regarding arrangements for individual intelligence testing. The formulation and careful maintenance of cumulative records, the interpretation of reports, and implementation of certain recommendations are important aspects of the counselor's coordinating role.

The guidance counselor has arranged a conference with the student, the student's mother, and the resource room teacher to discuss educational and vocational plans when the student enters senior high school.

At other times, the counselor may initiate conferences with both parents with or without the student, with various school staff members, or with personnel from the Vocational Rehabilitation Service for the Blind or other community agency.

SECTION 1

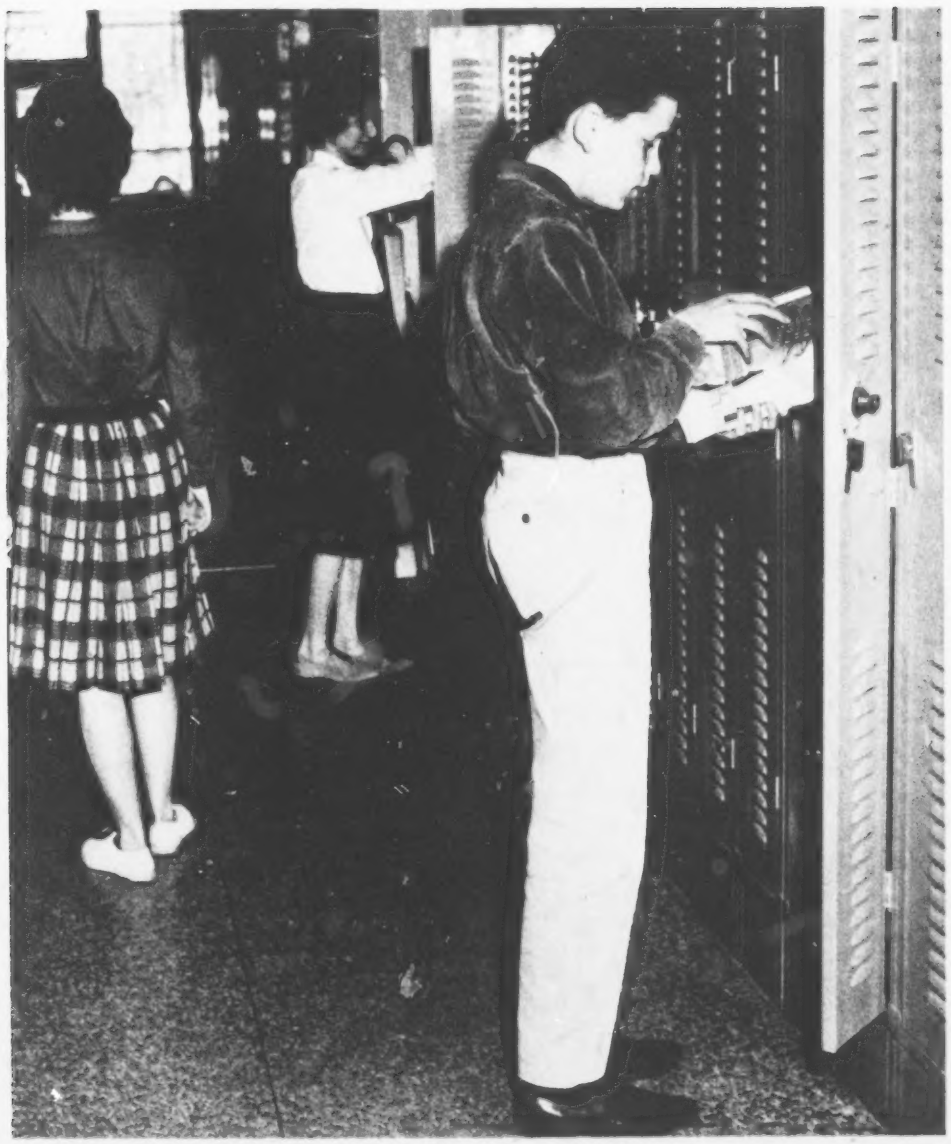
STUDENT ACTIVITIES



SECTION 2

SECTION 1

We differ, blind and seeing,
one from another,
not in our senses,
but in the use we make of them,
in the imagination and courage
with which we seek wisdom
beyond our senses . . . HELEN KELLER



WHILE every school's concern for the academic a students is of obvious importance, thoughtful co factors which will afford these students opportunities growth. Provision of these opportunities may requir and insight than the provision of equality of aca participation of blind students in student activities, social activities, and in the routine of school lif empathy, a sense of humor, and a quality of frie school staff, students, and each blind student.

Because social and student activities and school certain personal and social skills and a degree of imposes some limitations which are immediately obvi students are transported by special school buses w classes in the morning and leave immediately after Thus they cannot remain at school for special activit walk home from school with friends. Unless parents are adept at observing and passing along informati fads and school rules or customs, the blind studen of date. In student organizations, loss of vision may effective assumption of a leadership role, or, convers be selected for a role for which his abilities and skill because he is blind.

It is immediately apparent that blind students sho or senior high school with social and personal comp parable to those of the seeing students their age, additional skills which help them to compensate for ever, the possession of these competencies varies an result of individual personality factors and previo and at school. The growth of skills is based upon o In planning for successful participation in activi remember that the blind student cannot profit from that he may therefore need increased opportunity for

SECTION 2

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KELLER

WHILE every school's concern for the academic achievement of its blind students is of obvious importance, thoughtful consideration is given to factors which will afford these students opportunities for personal and social growth. Provision of these opportunities may require greater understanding and insight than the provision of equality of academic opportunity. The participation of blind students in student activities, informal and organized social activities, and in the routine of school life requires imagination, empathy, a sense of humor, and a quality of friendliness on the part of school staff, students, and each blind student.

Because social and student activities and school routines involve use of certain personal and social skills and a degree of mobility, loss of vision imposes some limitations which are immediately obvious. In some areas, blind students are transported by special school buses which arrive in time for classes in the morning and leave immediately after classes in the afternoon. Thus they cannot remain at school for special activities or share the leisurely walk home from school with friends. Unless parents, teachers, and classmates are adept at observing and passing along information about school clothing fads and school rules or customs, the blind student may appear to be out of date. In student organizations, loss of vision may seem to be a barrier to effective assumption of a leadership role, or, conversely, a blind student may be selected for a role for which his abilities and skills are inadequate, merely because he is blind.

It is immediately apparent that blind students should come into the junior or senior high school with social and personal competencies which are comparable to those of the seeing students their age, and with some of the additional skills which help them to compensate for their visual losses. However, the possession of these competencies varies among blind students as a result of individual personality factors and previous experiences at home and at school. The growth of skills is based upon observation and practice. In planning for successful participation in activities, it is important to remember that the blind student cannot profit from visual observation, and that he may therefore need increased opportunity for instruction and practice.

SECTION 1

OPPORTUNITY to memorize the layout of the important areas of the school building should be arranged before school opens when the building is empty. It is essential that blind students have the knowledge that, if necessary, they could easily, safely, and independently travel in familiar areas of the building, to exits, and to familiar landmarks outside the building. However, for quick and efficient travel among classrooms during the school day, most blind students appreciate assistance from a classmate. Many times, a group of friends spontaneously provide the essential help as a simple act of understanding. In many schools, the principal, the guidance counselor, the resource teacher, or a student organization sets up an informal plan for providing guides. When such a guide service is set up, it is important that the plan include a system for rotating this responsibility among a number of classmates. This allows the blind student to get acquainted with many other students and prevents one or two students from feeling either specially privileged or specially burdened.

Blind students are able, without assistance, to organize their books, equipment, and clothing in their lockers. Because braille books and notebooks are very bulky, a second locker or a special cupboard or table may be assigned in the resource room or guidance office for extra books and equipment students may require during the day.

SECTION 2

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SECTION 1

A blind student inevitably encounters some difficulty in selecting and carrying food in a cafeteria. He is not at liberty to touch the food to identify it, nor does he know whether there is an attendant behind the counter. He must use his hands to carry the tray at the same time that he most needs his hands for guidance. Thus, in this school routine, the blind student must have assistance from another student, *and* he must have instruction and opportunity for practice. It is extremely important, however, that he learn to negotiate a cafeteria line as efficiently as possible. Usually a blind student will work out convenient plans if he is allowed to go to the cafeteria when it is empty. After he is familiar with the setting, a cafeteria staff member can explain the plan of arrangement for various foods and equipment. It will also often help the student to know the name of the person who customarily serves food or replenishes supplies. Knowing the menu in advance will also allow the blind student to select food and progress down the line without delay. This may also permit him to have the exact change ready for the cashier. At the end of the line, the blind student will require some assistance from a classmate to reach the table they have selected or been assigned to. Some students require only verbal directions or a light touch elbow-to-elbow with another student. Others may require actual assistance with the tray.

A detailed but simple plan for exploration and practice for the blind student usually resolves the cafeteria problems. It may also be important to plan a practice session for one or two seeing students who will assist the blind student for a few days, and serve to demonstrate to all the students the simple help which they may offer when they are in line with the blind student.

A BLIND STUDENT presents her side of the case in a debate. Her braille notes are ready for easy reference.

Public speaking, debate, assembly programs, talent shows, and, in some instances, school plays are feasible activities for participation by blind students.

SCHOOL CLUBS provide informal contacts with teachers and classmates, give blind students opportunities to follow special interests and to develop special ability or talent.

SECTION 2

Orientation and mobility training.

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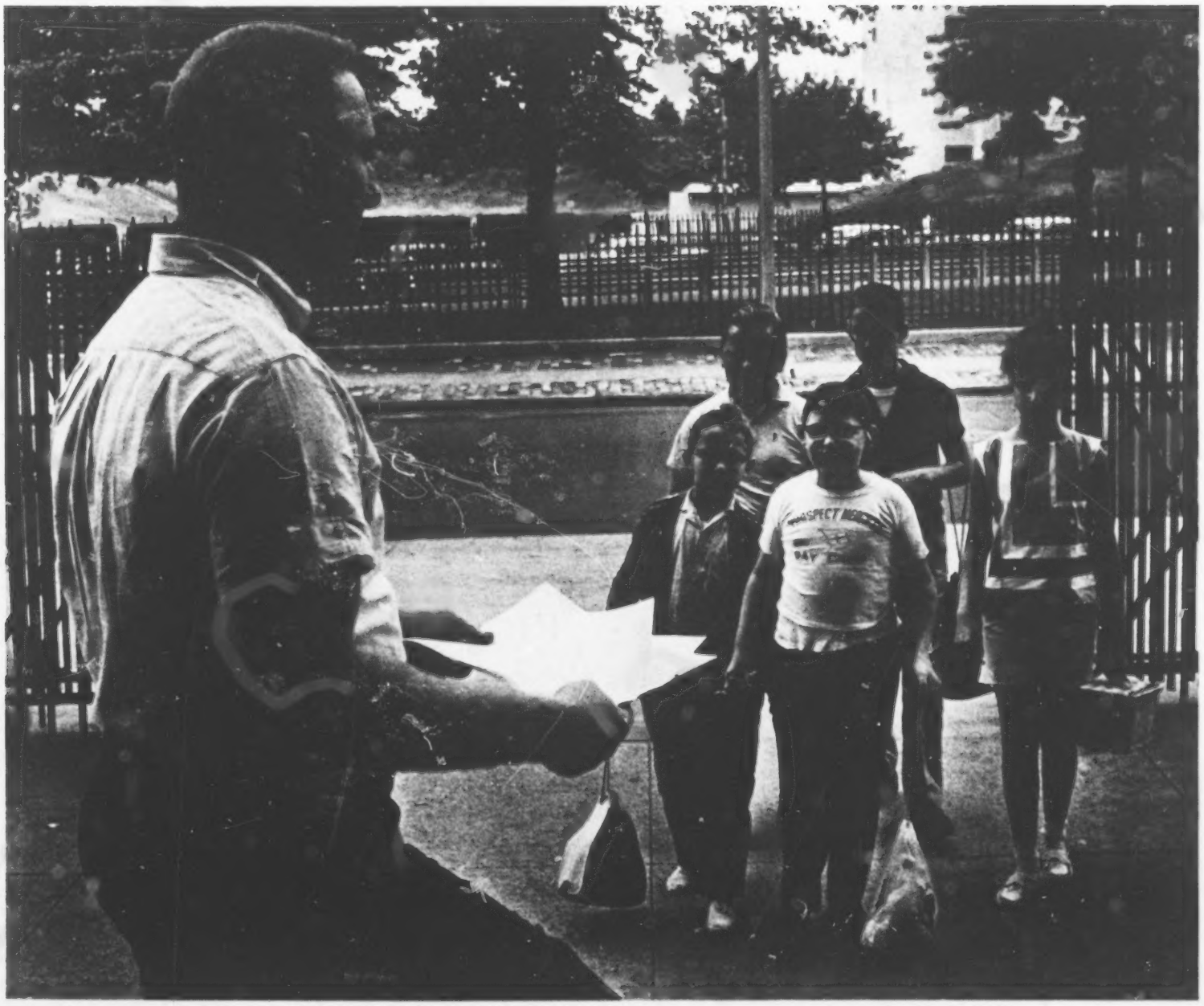
SECTION 1

COMMUNITY RESOURCES



SECTION 2

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- *Recreation*
- *Daily Living Skills*
- *Orientation and Mobility*
- *Summer Camp*
- *Counseling*
- *Special Instruction*

SECTION 1

A motivating factor in the development of pub
blind children is the desire of parents to have
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Parents of blind students may assume certain
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or both parents accompany children in visits
counseling or other specialized assistance.

Many general community agencies serve blind
The presence of a handicapped child in a fam
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be available to blind and seeing students alike.

Recreation and participation in activity progr
by blind students. Dancing, swimming, bowling,
activities are available in most communities. In s
opportunities for music instruction or for parti
ceramics, dramatics, or creative writing classes
or universities.

The blind child's need for assistance in deve
skills has led private agencies for the blind in
New York State to initiate a wide range of child
agencies have staff members who are specialists
tation counseling, vocational training, orientat
recreation and physical fitness, and in teaching s

SECTION 2

A motivating factor in the development of public day-school programs for blind children is the desire of parents to have their children live at home throughout the school years. Both schools and community agencies recognize the value of daily associations with family members and with friends and neighbors.

The decision to educate blind children in the public schools in their own communities commits schools, parents, and community agencies to carry out appropriate responsibilities. The blind student's participation in the activities of the home, neighborhood, and community are no less important than participation in the life of the school.

Parents of blind students may assume certain responsibilities which they do not find essential for their other children. Reading, planning special field trips, searching for meaningful toys, games, craft or hobby materials, and organizing group activities require extra time. In many instances also, one or both parents accompany children in visits to community agencies for counseling or other specialized assistance.

Many general community agencies serve blind children and their families. The presence of a handicapped child in a family may increase tension or anxiety, but the dynamics of interpersonal relationships are not difficult in character, nor are responses to treatment procedures altered. Thus case-work services, psychological and psychiatric services, and medical treatment should be available to blind and seeing students alike.

Recreation and participation in activity programs may often be arranged by blind students. Dancing, swimming, bowling, camping, scouting, and club activities are available in most communities. In some areas, there may also be opportunities for music instruction or for participation in crafts, sculpture, ceramics, dramatics, or creative writing classes sponsored by art museums or universities.

The blind child's need for assistance in developing special compensatory skills has led private agencies for the blind in the larger communities in New York State to initiate a wide range of children's services. Some of these agencies have staff members who are specialists in vocational and rehabilitation counseling, vocational training, orientation and mobility training, recreation and physical fitness, and in teaching skills of daily living.

SECTION 1

COMMUNITY agencies offer opportunities for c
sports, for healthful recreation, and for exciting

BLIND children "see" objects with their hands. It
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A STUDENT, who will one day be an adult with a h
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VISUAL OBSERVATION enables young people to imit
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GOOD GROOMING is, for all teenagers, the result
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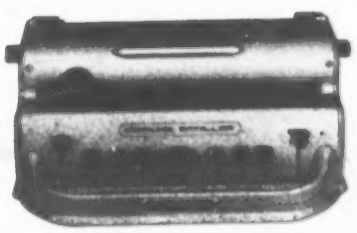
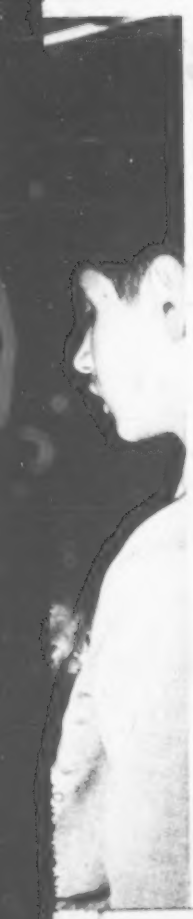
SECTION 2

COMMUNITY agencies offer opportunities for developing skills in certain sports, for healthful recreation, and for exciting new experiences.





BLIND children "see" objects with their hands. It is easy to forget that blind students often need to touch things in order to understand their texture, shape, size, or function.

A STUDENT, who will one day be an adult with a home to manage, may require help and extensive practice in using a stove or pouring liquids.

VISUAL OBSERVATION enables young people to imitate accepted eating, posture, and grooming habits, and to monitor their own behavior. Blind students often appreciate instruction and guidance which enables them to perform everyday tasks effectively.

A BLIND BOY may never have helped his father tie his necktie, so he will require special help in learning this skill.

At home and at school, food may have been cut for the blind child's convenience. However, it is important for him to learn to cut foods for himself and to learn the skills involved in locating food and utensils at the table.

GOOD GROOMING is, for all teenagers, the result of much practice and trial and error. Blind students often want instruction and objective comment regarding the effects of attempts to dress attractively, to comb hair becomingly, or to apply make-up.

SECTION I

SECTION 2

SECTION 1

UNTIL blind students are capable of making relatively mature decisions regarding safe and feasible independent travel, they must rely on relatives or friends to accompany or transport them about the community. However, the desire to travel alone in the community and the ability to make sensible judgments regarding assistance and safety combine to make special instruction a necessity for each blind student some time during the junior or senior high school period. There is individual variation in readiness for instruction in independent travel techniques.

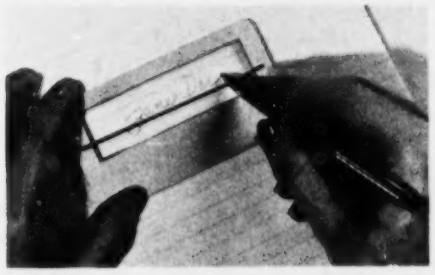
Orientation and mobility instruction, or peripatology, are the two terms usually used to indicate the specialized instruction which helps blind persons learn independent travel skills. Actually orientation to his environment begins for each child at birth. Sounds, odors, and textures tell blind children where they are as they move around familiar places. During the period of special instruction in orientation and mobility, blind students are helped to use sound, odor, and variation in texture as guides for safe travel on foot and in public transportation.

In adulthood, blind persons may choose to use either canes, or guide dogs, if their employment requires extensive traveling. However, the use of guide dogs is not recommended for junior and senior high school students.

Orientation and mobility instruction is a specialty in the field of work with blind persons. Most public school programs do not have enough blind students to suggest the full-time employment of a peripatologist. Thus private and public agencies for the blind attempt to provide this service.

In order to benefit from special instruction for travel in unfamiliar surroundings, blind students need extensive and continuous opportunity, all their lives, to explore familiar areas, to practice getting about in familiar areas of home and school, and to develop a healthy self-respect for their ability to achieve independence in many situations.

SECTION 2



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